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ABSTRACT

An educator involved with the Higher Education for Learning Disabled Students (HELDS) project discusses modifications made by faculty for LD students. Changes are reviewed for traditional lecture courses, seminars, methods, courses, practica, and teacher education tests. Examples of problems exhibited by LD students are described (reading problems, math disabilities, spelling problems, handwriting/fine motor disabilities, written expression problems, organizational difficulties, receptive and expressive language/interpersonal relationship problems). A syllabus is presented for a special education course in diagnosis and assessment of exceptional children. Components of criterion assessments and a behavioral checklist for LD adults are illustrated in appendixes. (CL)

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SPECIAL EDUCATION COURSES FOR THE LEARNING DISABLED

by
Janet Reinhardtsen

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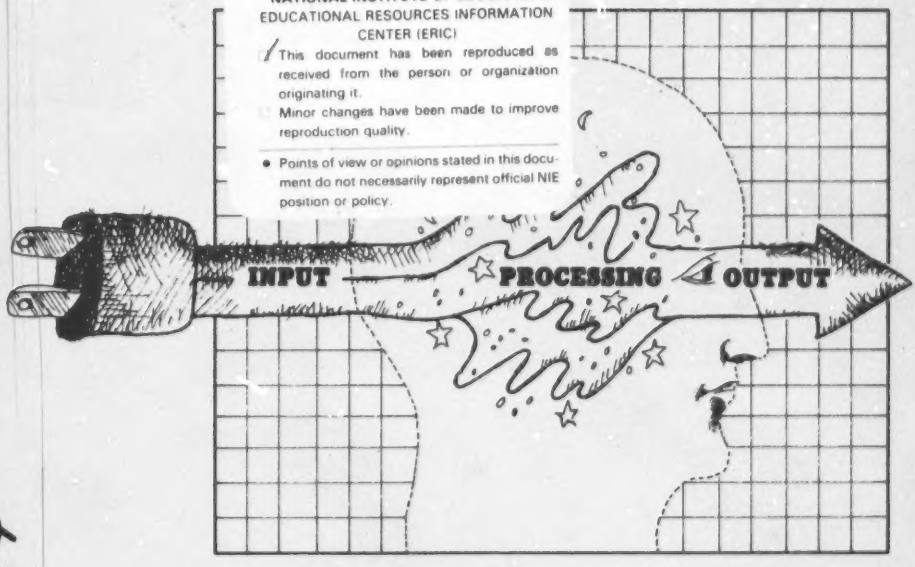

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THE HELDS PROJECT SERIES
CENTRAL WASHINGTON UNIVERSITY

2

SPECIAL EDUCATION COURSES FOR THE LEARNING DISABLED

Alternative Techniques for Teaching Special Education and Education Courses to Learning Disabled Students in the University

by
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HELDS Project
(Higher Education for
Learning Disabled Students)

Instructional Media Center
Central Washington University
Ellensburg, Washington
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TABLE OF CONTENTS

Prefaces:

The HELDS Project at Central Washington University, Myrtle Clyde-Snyder 6

What is a Learning Disabled Student? Myrtle Clyde-Snyder 7

I. Introduction 9

II. Teaching Strategies used in Education and Special Education Courses to Facilitate the Success of Learning Disabled Students 9

III. Problems Exhibited by LD Students 12

IV. Syllabus 17

Appendices 24

THE HELDS PROJECT AT CENTRAL WASHINGTON UNIVERSITY

The acronym HELDS stands for Higher Education for Learning Disabled Students. It represents a model program funded for three years (1980-1983) by the Fund for the Improvement of Post Secondary Education (FIPSE), a division of the Department of Education. This project was funded as a model for other colleges and universities that are preparing to provide equal academic access for the learning disabled students.

Project HELDS had three major focuses. The first was to provide such access for the learning disabled student under Section 504 of the Rehabilitation Act of 1973. This we did for learning disabled students, most of whom were admitted without modified requirements to Central Washington University. These students were not provided remedial classes. They were enrolled in classes with other college students. The help that we gave was habilitative, rather than remedial, teaching them how to compensate for their weaknesses.

The habilitative training began with identification of those who were learning disabled and included, but was not limited to, such support services as taped textbooks (provided through the services of our Handicapped Student Services Coordinator), readers, writers for tests, extended time for tests, pre-registration with advising to ensure a balanced schedule, the teaching of study skills and tutoring by tutors from the campus-wide tutoring program who were especially trained to tutor learning disabled students.

The second focus of the project was to give a core of twenty faculty teaching classes in the basic and breadth areas a sensitivity to the characteristics of students who were learning disabled so that they could modify their teaching techniques to include the use of more than one modality. This ensured an academic environment conducive to learning for the LD. The faculty members participated in monthly sessions which featured experts in the field of learning disabilities, and in the area of the law (Section 504) that deals with the handicapped student and higher education. There were several sessions in which Central Washington University graduates and currently enrolled LD students shared their viewpoints and experiences with the faculty members. As a result of this some faculty members used the students as resource people in developing curricula for their various disciplines published in this series.

The third focus of the project was to make the university community aware of the characteristics of learning disabilities and of the program at Central. It also sought to encourage other colleges and universities to initiate such programs.

WHAT IS A LEARNING DISABLED STUDENT?

People with learning disabilities have handicaps that are invisible. Their disability is made up of multiple symptoms that have been with them since childhood. Many of them have been described as "dyslexics," but if they are categorized as dyslexic, this will be only one of their many symptoms, as a sore throat is only one of the many symptoms of a cold.

Three concise descriptions of the learning disabled children are provided in Hallahan and Kauffman:

"The National Advisory Committee on Handicapped Children (1968) proposed the following definition, which was adopted by the 91st Congress:

> Children with special disabilities exhibit a disorder in one or more of the basic psychological processes involved in understanding or in using spoken or written thinking, talking, reading, writing, spelling, or arithmetic. They include conditions which have been referred to as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, developmental aphasia, etc. They do not include learning problems which are due primarily to visual, hearing, or motor handicaps, to mental retardation, emotional disturbance, or to environmental disadvantage.

Task Force II of a national project (Minimal Brain Dysfunction in Children: Educational, Medical and Health Related Services, Phase Two of a Three-Phase Project, 1969) wrote the following two definitions:

> Children with learning disabilities are those (1) who have educationally significant discrepancies among their sensory-motor, perceptual, cognitive, academic, or related developmental levels which interfere with the performance of educational tasks; (2) who may or may not show demonstrable deviation in central nervous system functioning; and (3) whose disabilities are not secondary to general mental retardation, sensory deprivation or serious emotional disturbance.
>
> Children with learning disabilities are those (1) who manifest an educationally significant discrepancy between estimated academic potential and actual level of academic potential and actual level of academic functioning as related to dysfunctioning in the learning process; (2) who may or may not show

demonstrable deviation in central nervous system functioning; and (3) whose disabilities are not secondary to general mental retardation, cultural, sensory and/or educational deprivation or environmentally produced serious emotional disturbance.[1]

Although the preceding definitions are concerned with children, the President's Committee on Employment of the Handicapped, in their booklet *Learning Disability: Not just a Problem Children Outgrow*, discusses LD adults who have the same symptoms they had as children. The Department of Education (Reference Hallahan & Kauffman) says that two to three percent of the total public school population are identified as learning disabled and that there are over fifteen million unidentified LD adults in the United States, acknowledging, of course, that people with this problem are not restricted to the United States but are found all over the world.

We know that many learning disabled persons have average or above average intelligence and we know that many of these are gifted. In their company are such famous gifted people as Nelson Rockefeller, Albert Einstein, Leonardo da Vinci, Thomas Edison, Hans Christian Anderson, Auguste Rodin, William Butler Yeats, and Gustave Flaubert.

The causes of learning disabilities are not known, but in our project each of our identified learning disabled students shows either an unusual pregnancy (trauma at birth, such as delayed delivery, prolonged or difficult delivery) or premature birth. They oftentimes have a genetic family history of similar learning disability problems.

An exerpt from my *Criterion and Behavioral Checklist for Adults With Specific Learning Disabilities* has been included as Appendix A.

/s/ MCS
6 June 1982
Ellensburg, Washington

[1]Daniel P. Hallahan and James M. Kauffman *Exceptional Children* (Englewood Cliffs, New Jersey: Prentice-Hall, 1978), pp. 121-122.

I. INTRODUCTION

The HELDS project has brought to our University a new commitment to teaching excellence. The faculty participating have analyzed their teaching strategies, presentation styles and methods of evaluation.

In the following sections I have outlined common characteristics of learning disabled individuals, discussed modifications faculty have made in courses and have described the type of courses and competencies education majors must demonstrate before receiving their degree.

In the last section I have attempted to present a syllabus which has been redesigned to facilitate understanding, and clarify expectations for both learning disabled and regular students.

II. TEACHING STRATEGIES USED IN EDUCATION AND SPECIAL EDUCATION COURSES TO FACILITATE THE SUCCESS OF LEARNING DISABLED STUDENTS

As a representative to the HELDS project from the Education Department, I have worked with post-secondary learning disabled students in upper division education classes (specifically special education courses) and in an advisory capacity to freshmen and sophomores who plan to pursue an education degree. Upper division courses in both education and special education vary tremendously in teaching format and in performance expectations. The classes in the Education Department, however, fall into four basic categories. In the following sections characteristics of basic course formats will be delineated. In these sections I will also attempt to describe course modifications instructors in our department have tried in the various types of courses in order to facilitate the successful completion of the course by learning disabled students (LDs).

A. Traditional Lecture Courses

Learning disabled students majoring in education or special education must meet the course requirements, course competencies, and the demands of traditional lecture courses. These courses most often require attendance at class, attending to a lecture and taking notes on the lecture; they also often require the reading of a text as well as supplementary reading material. Mastery of course content is most typically demonstrated through the traditional testing methods: essay tests, short essay, multiple choice tests, and true-false tests. Further evaluation of

the students might be done by requiring them to do book reports, term papers, research papers, classroom observations, reports, or class presentations. Examples of courses which fall into this category are Introduction to Exceptional Children (Sp. Ed. 301), Principles of Behavioral Theory for Exceptional Children (Sp. Ed. 415), Teaching: An Orientation (Sp. Ed. 301).

B. Seminar Courses

All students majoring in special education or regular education are required to take a number of seminar courses. In seminar courses students are expected to demonstrate competence in interpersonal relationship skills and communication skills, as well as the ability to present material to groups, and to lead discussions. In most cases students are given the opportunity to prepare for these activities, but extemporaneous presentations are also evaluated. Success in these courses is measured by the students' participation in discussions, instructor and peer evaluations of presentations, as well as the ability to participate effectively as an effective group member. In seminar courses students replicate the public relations skills so critical to the teaching profession. If students cannot effectively express themselves and communicate, they will not be effective in the role of a teacher which demands working with parents, administrators, fellow teachers, and community members as well as students. Examples of courses which fall into this category are Working With Parents of Exceptional Children (Sp. Ed. 460) and Seminar in Education Problems (Ed. 499.1).

C. Methods Courses

The third type of course that students majoring in education must participate in is the methods course. Demonstrating mastery in methods courses often involves the careful analysis of curriculum content. Students must exhibit the ability to sequence skills in such diverse subjects as math, reading, science and P.E. for the kindergarten through twelfth grade. Students must not only know the curriculum, but demonstrate competence in assessing and testing for individual student performance levels in the various curricular areas. Beyond this, students are asked to select, evaluate, adopt and construct appropriate teaching materials based on content objectives and student needs. Methods courses often also demand that students select, evaluate, and adopt teaching strategies and techniques appropriate to course content and to assessed individual or group needs. The final step in most methods courses is teaching students to evaluate the effectiveness of their instructional decisions.

Evaluation of student performance in methods courses often revolves around the instructor's evaluation of student products: for example, their construction of materials, programs, lesson plans or assessment instruments.

Instructors also often critique and evaluate students' teaching demonstrations. In the evaluation of teaching demonstrations instructors look at voice quality, pacing of lessons, organization of lessons, type of feedback given to students (reinforcement) and content. Examples of courses which could be categorized as methods courses are Diagnosis and Assessment of Exceptional Students (Sp. Ed. 410), Precision Teaching (Sp. Ed. 417), Teaching Reading in the Elementary School (Ed. 409), and Curriculum Methods and Materials (Ed. 311).

D. Practicum

The fourth type of course format all students majoring in education are required to participate in is the practicum courses. In these courses college students are asked to demonstrate their ability to work with individual students, small groups and large groups of students in field-based classrooms. During these practicum experiences students are evaluated on their ability to prepare instructional sequences, present instruction and evaluate instruction. They are also asked to assess student needs, evaluate the effectiveness of their instruction with appropriate measurement instruments and to report to parents. Students are further evaluated on their ability to work as a part of a school team and on their interpersonal relationships and communication with students, teachers, administrators and support personnel. Examples of courses which have practicum components are Curriculum and Program Development for Exceptional Students at the Secondary Level (Sp. Ed. 423), and Teaching Reading in the Elementary School (Ed. 409). In these courses students are asked to work with one or two students. Other examples where students must work with small and large groups of children are Practicum (Sp. Ed. 495) and Student Teaching (Ed. 442).

E. Teacher Education Test

Students planning to become teachers must not only pass course work but must also demonstrate their personal academic competence by passing the Teacher Education Tests. In these tests students must show that they are competent in reading, spelling, mathematics, English usage, handwriting and speech.

As students progress through the education sequence, the expectations and competency demonstration and criteria are obviously varied and demanding. Instructors have not been asked to relax criteria or expectations for the LDs, but at times to allow them to demonstrate com-

petence in a manner that is different from those required of regular students.

III. PROBLEMS EXHIBITED BY LD STUDENTS

Learning disabled individuals exhibit very different learning problems. No two learning disabled students are alike. They have only three characteristics in common: (1) average or above average intelligence, (2) adequate sensory acuity, and (3) below average academic performance. Because all learning disabled individuals exhibit very different learning problems, learning disabled students have experienced difficulty mastering various different competencies in the special education and regular education sequence of courses. The following is a list of some common characteristics of our learning disabled education majors at Central and a description of how faculty have modified their courses to facilitate the successful completion of course requirements by learning disabled students who exhibit that specific disability.

A. Reading Problems

A well known characteristic of learning disabled students is a reading disability or an inability to read. A learning disabled student wanting to major in education faces two problems: not only having large numbers of reading assignments in course work but also having to pass the reading component of the teacher education test. Compensating for a lack of reading ability has been facilitated by the HELDS project which has furnished students with recorded texts. Instructors provide lists of adopted texts both required and supplementary and these are taped by student volunteers or are provided by the Clearing House of Material for the Blind. In the reading of supplementary articles or library materials, students with learning disabilities have been helped by peer tutors hired through the HELDS project. When it has not been possible to have paid tutors for the student with a reading disability, instructors have often been able to enlist the help of class members who are willing to work in teams with the learning disabled student.

Students with reading problems often are able to read, but it is the speed at which they read which causes the problems. Here again the recorded texts aid in solving this problem. The reading disability or the reading speech disability often interferes with the learning disabled student's ability to take tests. The inability to read test items or to read them quickly enough has been handled by instructors allowing the students to have test questions read to them by peer tutors or the instructors themselves. Students often take these tests in the instructor's office at an arranged time. Sometimes students not only have the test read to them but are allowed to respond orally as well. Because instructors in

education often supplement their courses with handouts for students to read, we have discovered some ways to modify course handouts to facilitate understanding and mastery for the reading-disabled student. Handouts which have been redesigned with less information on a page, designed with schematic drawings as opposed to narrative, with important information or key points italicized, capitalized or underlined, or with material labeled numerically or alphabetically — all these modifications have helped the learning disabled student. Another change in handouts which is of benefit to learning disabled students is to use Xerox copies as opposed to dittos; the blurry copy of most dittos makes it even more difficult for learning disabled students to read them. Beyond these strategies students with reading probems have available the remedial reading courses offered on campus. It is often suggested to students that they take a number of these courses before attempting to take the teacher education test.

Students who are majoring in elementary or special education are required to take a course on the Teaching of Reading. Students whose reading disabilities are so severe that they are not able to pass this course, or so severe that the faculty feels that they will later seriously disrupt the reading progress of their students, are counseled out of these programs.

B. Math Disability

Students majoring in elementary education or special education are required to take a number of math classes, including a class in the teaching of math. Students must also pass the math component of the Teacher Education Test. Those LD students whose disability is an inability to do math are provided with remedial courses in math to facilitate their passing courses and passing the math component of the Teacher Education Test. It is often the case that after remediation the only modification needed in testing the students' math skill is a time extension. In practicum situations careful scrutiny is given to prospective teachers' ability to teach math to be sure they reach competence and that their disability will not significantly affect their future students' ability or attitude towards math. A further resource available at the college is math anxiety workshops; often students who have experienced failure in math also experience tremendous anxiety when they have to exhibit math skill in a testing environment.

C. Spelling Disability

For learning disabled students who experience difficulty with spelling, the University also provides remedial spelling classes. When these have not remedied the problem we have also used special education graduate

students as tutors. If the disability cannot be remedied students are encouraged to buy and use any one of a number of books that provide a quick reference to the correct spelling of words. For course assignments students are encouraged to have peer tutors or friends proofread their papers. When this is not possible they are encouraged to hire someone to edit their paper. During practicum experience supervisors suggest to students various ways to compensate for a lack of spelling ability: for example, more careful preparation of lessons where the words to be spelled can be looked up in a dictionary in advance, the use of a pocket reference or proofreading the text backwards which often helps when trying to stop spelling errors. Spelling presents the largest number of problems both to learning disabled and regular students when attempting to pass the Teacher Education Test. All students who are aware of their spelling problems are counseled to take remedial spelling courses before signing up to take the test.

D. Handwriting Problems/Disability in Fine Motor Coordination

A component of the Teacher Education Test that students are required to pass is a handwriting test. Students must also demonstrate proficiency in being able to write on a blackboard in their language arts class. Students experiencing difficulty in this skill are often tutored by the faculty who instruct the language arts courses. Students with poor handwriting are encouraged to learn to type or to pay to have their papers or course assignments typed. In a test situation they have also been given the opportunity to dictate their responses to essay tests to the instructor or a peer tutor. Further, if the inability to write interferes with their ability to take lecture notes which will be useful in later study and course review, instructors have found volunteers who take good notes and are willing to have their notes xeroxed for the learning disabled student.

E. Problems With Written Expression

Learning disabled students who have difficulty expressing themselves in writing are encouraged to take remedial English courses. It is also suggested to them that they have peer tutors, or friends review course assignments and papers for them. When this is impossible they are encouraged to hire an editor. Some students who have good expressive language skills are encouraged to dictate their papers to a friend or tutor or use a dictaphone and hire someone to type from their recorded presentation. Problems with written expression can cause students significant problems in practicum situations since teachers are often asked to quickly write reports, notes home to parents, or written instructions to children. A student who has severe semantic or syntactical problems when writing might not successfully complete student teaching.

F. Organizational Problems

Organizational problems with time management, study skills, organization of materials and supplies are often found among learning disabled individuals. Students with these problems are provided with a course offered through the E.O.P. (Educational Opportunities Program) to help them develop systems whereby they can become more organized. It is often the case that normal children pick up these skills from observation. The learning disabled students do not. Consequently, problems of this nature are often compensated for only after the students complete the courses offered at the college.

Students will be carefully observed and evaluated as to their ability to manage time and their organizational skills in practicum situations. Therefore, it is of great importance that the learning disabled student hoping to become a teacher develops these skills. Oftentimes university supervisors can facilitate the development of these skills through practicum placement with master teachers who are proficient managers and help to develop these skills in student teachers.

G. Receptive Language Problems

Many learning disabled students exhibit an inability to gain information through oral presentations. This makes it very difficult for the learning disabled student to gain and retain information which is presented only through instructor lectures. A technique I have found effective in helping students to retain or understand course content presented through lecture is to provide them with graphic models of key content. The models used in my assessment course for delineating critical criterion assessment requirements in math and reading are found in Appendix B. The student benefits when these models are either placed on the chalkboard or overhead by the instructor when lecturing so that the student receives both visual and auditory input. In the future I hope to put all the graphic models used in the assessment course on slides so that each lecture's graphics can be sequenced in carousels, allowing me to refer to the components while presenting. By doing this, students with receptive language difficulty could also tape lectures and then, at a later time, review the lecture with the slides, getting repeated auditory and visual input. Further aid is provided to students by providing them with handouts of the graphic models shown in class so they can study them independently at a later date. A further strategy which has been found effective with students who have receptive language problems is to ask another student in class to Xerox a copy of their notes for the learning disabled student. This allows the learning disabled student to listen to the lecture without the added pressure of trying to quickly distinguish critical form non-critical information and write it down for later reference.

If the instructor at the beginning of a lecture states very clearly or writes the main objectives of the day's presentation and at the end summarizes important points, this will also aid the learning disabled student. I have also found students' retention is better, and they do better on tests, if at the start of each lecture I ask someone in class to respond to two short essay questions taken from the previous day's lecture. A short quiz once a week requiring students to respond to a possible midterm or final question in writing also seems to improve overall class performance.

H. Expressive Language Problems/Interpersonal Relationship Problems

Two common characteristics of learning disabled individuals are poor interpersonal relationships and poor expressive language skills. These deficits reveal themselves in an inability on the part of the person to work in groups, poor communication and an inability to read and comprehend non-verbal messages or subtle communication. This has presented problems to learning disabled students in seminar classes, as well as in all classes which require group projects and in field based practicums. Because these interpersonal skills and public relations skills are so critical to teaching, especially to a special education teacher, much faculty time during supervision and advisement is spent specifically working with students who exhibit deficits in these areas. Faculty members help students to improve both their ability to accurately receive messages from others and their expressive skills. Some examples of this type of advisement follow and might help to point out more clearly the students' specific problems and suggest ideas for remediation.

One student teacher's perception of appropriate discussion in the faculty room was so poor that the master teacher and University supervisor developed a curriculum and spent two hours after school each week simulating appropriate faculty room discussions. The student was taught appropriate questions to ask in the faculty room that would not be considered too personal. She was also taught appropriate things she could talk about in regard to herself which would not be thought of as too personal. Most importantly, she was taught what was appropriate to say about her students and parents and what was inappropriate or too confidential.

Several students' voice quality and speaking mannerisms have been so immature that faculty recognized that something would have to be done or they could not be allowed to teach. In one case, the student was required to report for speech therapy because of a high babyish voice and childish mannerisms. Another student was video taped so she could observe specific instances of her babyish voice quality and mannerisms and see how these behaviors not only interfered with her teaching but also reinforced inappropriate behavior in the children she was working with.

Another example of a faculty member attempting to work on interpersonal and social skills was with a student whose inappropriate communication with peers, faculty and teachers in the field was so poor it could be best described as rude. In this case, the staff member required the student to become a member of the student organization governing board, and after meetings the student and faculty members would discuss specific instances of her poor verbal interaction and what she had said and done to offend people. The student and faculty member would then discuss alternatives and practice other things she could have said and still have presented her point of view.

Another interpersonal and communication problem exhibited by some learning disabled students is that they have learned to overcompensate for deficits by manipulation and by verbally over-representing their skills and abilities. They try to "out talk" another person to cover up for lack of skill or to talk their way out of performance deficits. Often they develop a routine or the jargon of experts to cover skills deficits. Another student always found a way to blame the course instructor if he was having trouble in a class. In working with students of this type (those who control and manipulate the faculty), instructors have found the strategy of being very blunt effective. They directly call attention to the manipulation or game playing. It might also be mentioned that in some cases it has been important to have two faculty present in sessions with these students so the student cannot at a later time misrepresent what was said to them.

Few learning disabled individuals exhibit all of these listed characteristics or deficits and I have certainly not addressed all characteristics.

IV. SYLLABUS

The following syllabus was distributed to students enrolled in Special Education 420, Diagnosis and Assessment of Exceptional Children. The syllabus gives the course description, course text, and course objectives, as well as required assignments. Revisions made to the syllabus such as underlining assignment titles and listing criteria alphabetically have assisted students in understanding course requirements. The inclusion of a calendar, reading assignments, and date due list have also proved to be beneficial to the students. I have found it beneficial to spend almost an entire period at the beginning of the quarter reviewing the syllabus and then spend the first few minutes of two class periods during the quarter going over the syllabus again.

Each course assignment is explained in great detail apart from these syllabus reviews.

SPECIAL EDUCATION 420
Jan Reinhardtsen
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Course Description

Formal and informal academic diagnostic instruments for the special education teacher. Administration and construction of formative and summative evaluation tools, and design of classroom assessment procedures.

Text:

Wallace, Gerald and Stephen C. Larsen. *Educational Assessment of Learning Problems.* Allyn and Bacon, Inc., 1979.

Course Objectives:

(1) Construction of criterion referenced tests
(2) Selection of formal and informal diagnostic instruments for a specified population
(3) Demonstration of familiarity with published standardized and criterion tests and measurement tools used by teachers and psychologists in major curriculum areas
(4) Demonstration of skill in the administration of standardized tests
(5) Demonstration of skill in the use and construction of formative evaluation tools
(6) Pinpointing of performance discrepancies

Course Assignments:

(1) Formative evaluation exercise

After the first weeks of the quarter students will daily assess their knowledge of formal assessment instruments using a probe sheet constructed by the instructor. Results of these daily probes will be charted using three different recording systems.

1. Calendar graph with correct & error
2. 6-cycle graph/rate per minute
3. Bar graph, line graph, or percentage graph

The graphs will be turned in three times during the quarter. (2 points each time the graphs are turned in. Total = 8 pts.)

(2) *Testing notebook*

Students will collect all test evaluation forms distributed in class, all class handouts class notes and other information about testing and organize them into a testing notebook to use as a reference in the future. Notebooks will be graded on completeness and organization.

5 pts. - complete, very well done
3 pts. - good
2 pts. - meets criteria
1 pt. - turned in not complete

(3) *Criterion Test*

Students will construct a criterion test for a specific academic skill. Topics for criterion tests will be assigned by the instructor. Students will be responsible for submitting *2* copies of their criterion test. Criterion will be graded on:

(a) completeness
(b) inclusion of a variety of stimulus and response presentations (varying modalities.)
(c) inclusion of concise teacher and student directions
(d) neatness

10 pts. - excellent
7 pts. - good
4 pts. - minimum acceptable
1 pt. - completed but failed to meet criteria

(4) *Test Administrations*

Students will administer six formal diagnostic instruments (which have been approved by the instructor) to students between the ages of 4 and 21.

Ex. 2 Reading tests
1 Math test
1 Language test
1 Achievement test
1 Perceptual Motor test

20

Students will turn in:

(a) test profiles - scored

(b) strengths and weakness of the student gained as a result of administering the test

(c) a personal evaluation of the test

15 pts. - excellent
8 pts. - good
4 pts. - minimum acceptable
1 pt. - completed but failed to meet criteria

(5) *Midterm Exam*

Students will take a midterm exam in class. They will be asked to respond to short answer essay questions.

15 pts. - excellent
12 pts. - good
1 pt. - minimum acceptable

(6) *Final Exam*

Students will take a final exam in class. They will be asked to respond to short answer essay questions.

15 pts. - excellent
12 pts. - good
7 pts. - minimum acceptable

(7) *Test Presentation*

A team of two students will present a test to the class. Presentations should be 10 to 15 minutes long. A test evaluation form must be completed on the test you evaluate and a copy of the completed form must be provided for each member of the class.

10 pts. - excellent
7 pts. - good
4 pts. - minimum acceptable
1 pt. - completed but failed to meet criteria

(8) *In-class quizzes - 10 pts*

If students are not in class on quiz days, no makeup quizzes will be given.

(9) *Construct Skill Probe*

Given a skill area assigned by the instructor, students will construct a probe to assess student's fluency on a specific single skill.

5 pts. - excellent
3 pts. - good
1 pt. - minimum acceptable

(10) *Self Tests*

Students will take two formal tests themselves and score them. Profiles re to be turned in.

5 pts. each

READING ASSIGNMENTS

Week #1	Chapters No. 1, 2, 3, 4
Week #2	Chapters No. 5, 6
Week #3	Chapter No. 7
Week #4	Chapters No. 9, 16
Week #5	Chapter No. 11
Week #6	Chapter No. 8
Week #7	Chapter No. 12
Week #8	Chapter No. 13
Week #9	Chapter No. 14
Week #10	Chapters No. 10, 18
Week #11	Review

Chapters No. 15 and 17 include important information. Although time does not permit us to cover these chapters in class, I hope you will skim through them and refer to them later when you are teaching.

Due Dates for Assignments

Assignment #1	Formative Evaluation Exercise No specific due dates
Assignment #2:	Notebook Due - March 18
Assignment #3:	Criterion Test Due Feb. 17
Assignment #4:	Test Administrations Due March 1

Assignment #7:	Test Presentations Variable due dates For approximate date see schedule
Assignment #9:	Construct Skill Probe March 12
Assignment #10:	Self Tests March 1

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
4	5	6 Introduction	7	8 Assessment Interdisplinary
11 Terminology	12	13 Terminology Self-test assign.	14	15 Testing & Presentation Assignments Terminology
18 Criterion Tests	19	20 Criterion Tests	21	22 Charting Assignment
25 Physical	26	27 I.Q.	28	29 I.Q.
1 Feb I.Q.	2	3 EMOTIONAL	4	5 EMOTIONAL/SOCIAL
8 Midterm	9 Educational Achievement	10	11	12 HOLIDAY
15 HOLIDAY		17 Educational Achievement	18	19 Reading
22 Reading	23	24 Reading Probe Assignments	25	26 Math
1 March Math	2	3 Language	4	5 Perceptual Language
8 Perceptual	9	10 Perceptual	11	12
15	16	17	18 FINAL	19

APPENDICES

Appendix A Criterion and Behavioral Checklist for Adults with Specific Learning Disabilities 25

Appendix B Components of Criterion Assessments 28

APPENDIX A

Criterion and Behavioral Checklist for Adults with Specific Learning Disabilities

1. Short attention span.

2. Restlessness.

3. Distractability. (The student seems especially sensitive to sounds or visual stimuli and has difficulty ignoring them while studying.)

4. Poor motor coordination. (This may be seen as clumsiness.)

5. Impulsivity. (Responding without thinking.)

6. Perseveration. (The student tends to do or say things over and over. Mechanism that says "finished" does not work well.)

7. Handwriting is poor. (Letters will not be well formed, spacing between words and letters will be inconsistent, writing will have an extreme up or down slant on unlined page.)

8. Spelling is consistently inconsistent.

9. Inaccurate copying. (The student has difficulty copying things from the chalkboard and from textbooks; for instance, math problems may be off by one or two numbers that have been copied incorrectly or out of sequence.)

10. Can express self well orally but fails badly when doing so in writing. In a few cases the reverse is true.

11. Frequently misunderstands what someone is saying. (For instance, a student may say, "What?", and then may or may not answer appropriately before someone has a chance to repeat what was said previously.)

12. Marked discrepancy between what student is able to understand when listening or reading.

13. Has trouble with variant word meanings and figurative language.

14. Has problems structuring (organizing) time -- The person is frequently late to class and appointments; seems to have no "sense of how long a "few minutes" is opposed to an hour; has trouble pacing self during tests.

15. Has problems structuring (organizing) space -- The student may have difficulty concentrating on work when in a large, open area -- even when it's quiet; may over or under-reach when trying to put something on a shelf (depth perception).

16. Has difficulty spacing an assignment on a page, e.g., math problems are crowded together.

17. Thoughts -- ideas wander and/or are incomplete in spoken and written language. Student may also have difficulty sequencing ideas.

18. Sounds -- A student's hearing acuity may be excellent, but when his brain processes the sounds used in words, the sequence of sounds may be out of order: e.g., the student hears "aminal" instead of "animal" and may say and/or write the "aminal."

19. Visual selectivity -- May have 20/20 vision but when brain processes visual information, e.g., pictures, graphs, words, numbers, student may be unable to focus visual attention selectively; in other words, everything from a flyspeck to a key word in a title has equal claim on attention.

20. Word retrieval problems -- the student has difficulty recalling words that have been learned.

21. Misunderstands non-verbal information, such as facial expressions or gestures.

22. Very slow worker -- but may be extremely accurate.

23. Very fast worker -- but makes many errors and tends to leave out items.

24. Visual images -- Has 20/20 vision but may see things out of sequence, e.g., "frist" for "first," "961" for "691." Or, a student may see words or letters as if they are turned around or upside down: e.g., "cug" for "cup," or "dub" for "bud," or "9" for "L" for "7," etc.

25. Makes literal interpretations. You will have to have them give you feedback on verbal directions, etc.

26. Judges books by their thickness because of frustration when learning to read.

27. Has mixed dominance: e.g., student may be right handed and left eyed.

28. Moodiness -- Quick tempered, frustration.

29. Cannot look people in the eyes and feels uncomfortable when talking to others.

30. Has trouble answering yes or no to questions.

Students with specific learning disabilities which affect their performance in math generally fall into two groups:

1. Those students whose language processing (input and output) and/or reading abilities are impaired. These students will have great difficulty doing word problems; however, if the problems are read to them, they will be able to do them.

2. Those students whose abilities necessary to do quantitative thinking are impaired. These students often have one or more problems such as the following:

A. Difficulty in visual-spatial organization and in integrating nonverbal material. For example, a student with this kind of problem will have trouble estimating distances, distinguishing differences in amounts, sizes, shapes, and lengths. Student may also have trouble looking at groups of objects and telling what contains the greater amount. This student frequently has trouble organizing and sequencing material meaningfully on a page.

B. Difficulty in integrating kinesthetic processes. For example, a student will be inaccurate in copying problems from a textbook or chalkboard onto a piece of paper. The numbers may be out of sequence or the wrong numbers (e.g., copying "6" for "5"). Problems may be out of alignment on the paper. Graph paper is a must for them.

C. Difficulty in visually processing information. Numbers will be misperceived: "6" and "9," "3" and "8" and "9" are often confused. The student may also have trouble revisualizing. i.e., calling up the visual memory of what a number looks like or how a problem should be laid out on a page.

D. Poor sense of time and direction. Usually, students in the second group have the auditory and/or kinesethic as their strongest learning channels. They need to use manipulative materials accompanied by oral explanations from the instructor. They often need to have many experiences with concrete materials before they can move on successfully to the abstract and symbolic level of numbers.

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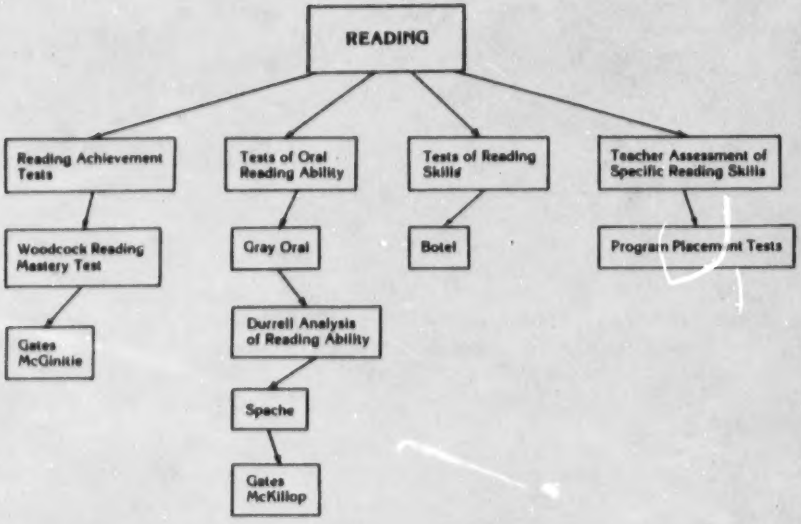
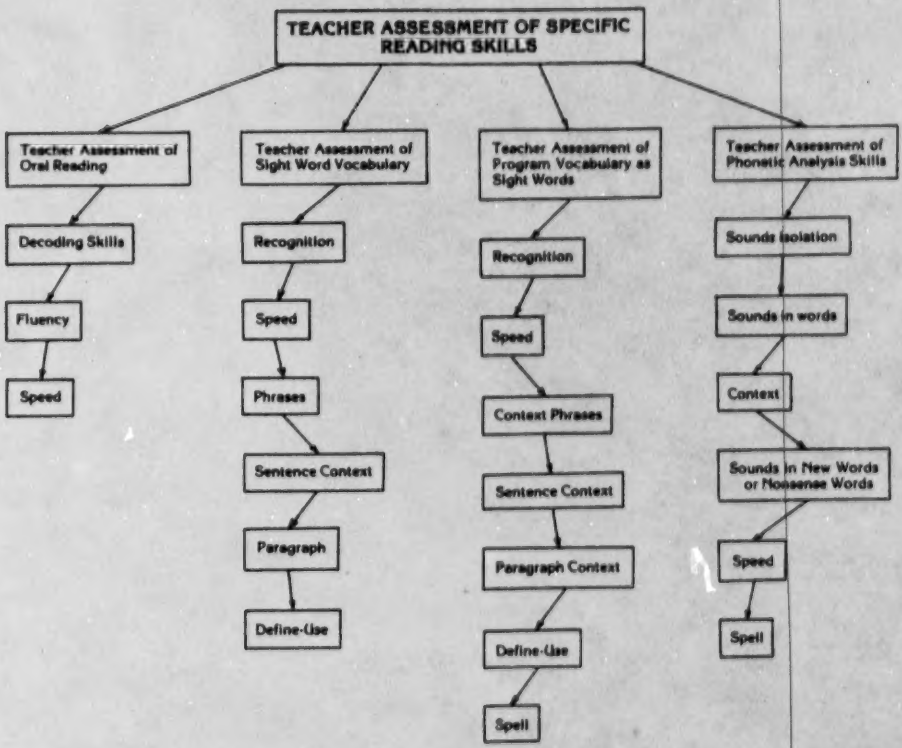
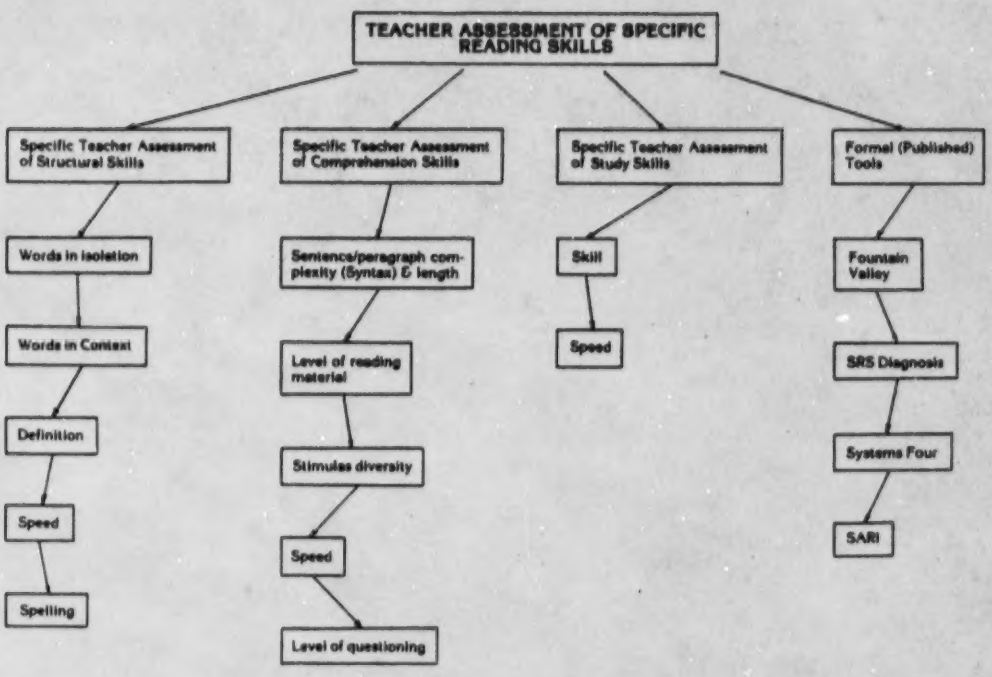
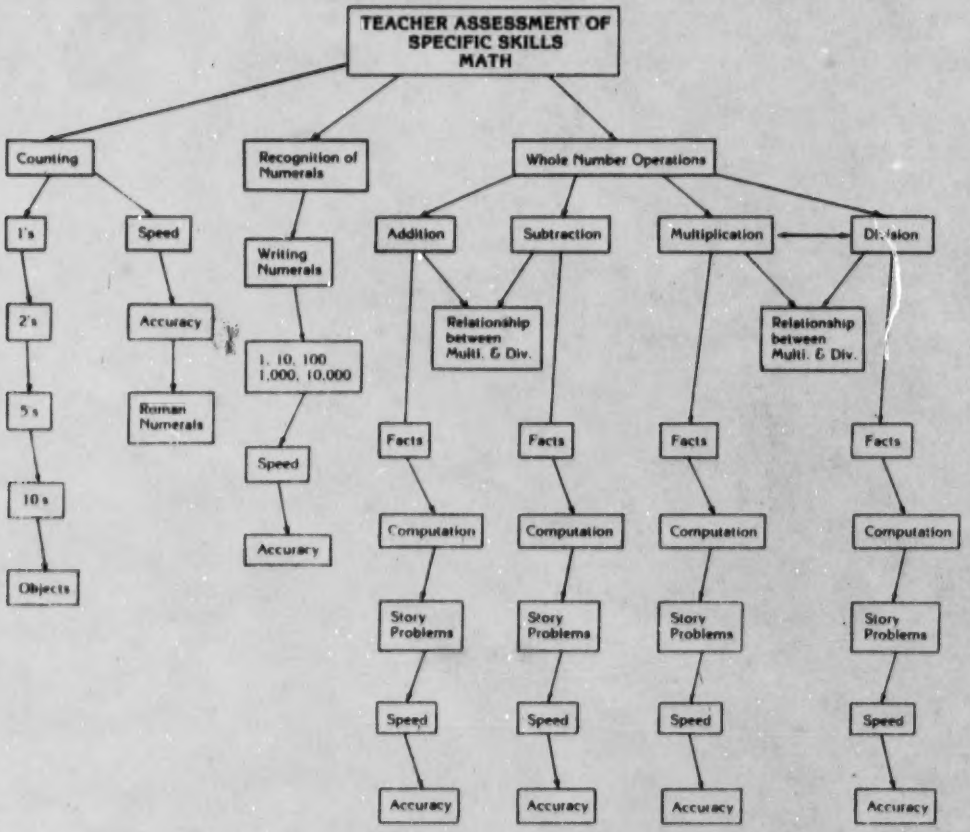
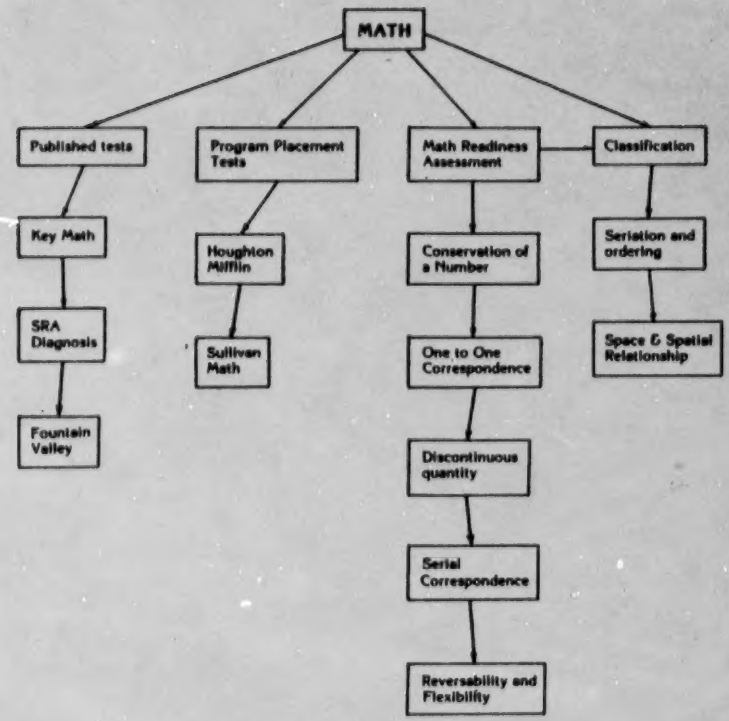
APPENDIX B


READING
Reading Achievement Tests
Tests of Oral Reading Ability
Tests of Reading Skills
Teacher Assessment of Specific Reading Skills
Woodcock Reading Mastery Test
Gray Oral
Botel
Program Placement Tests
Gates McGinitie
Durrell Analysis of Reading Ability
Spache
Gates McKillop

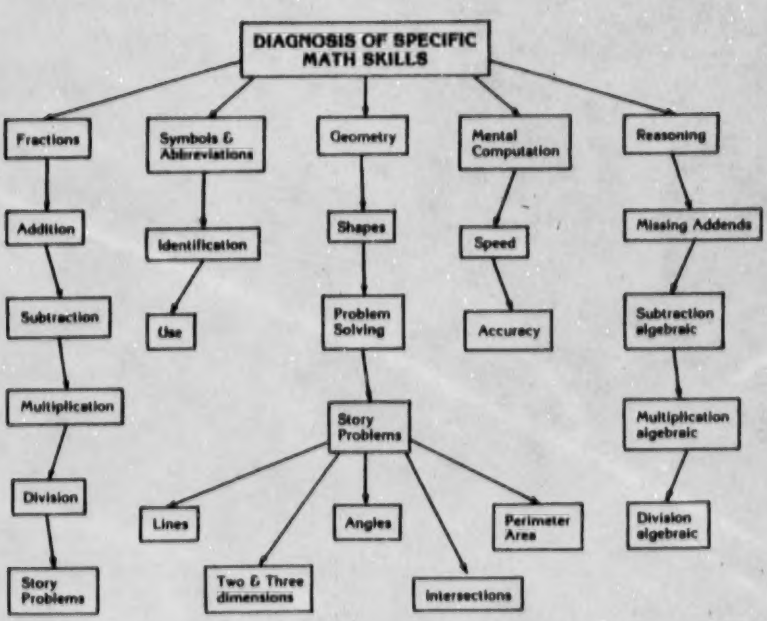

TEACHER ASSESSMENT OF SPECIFIC READING SKILLS
Teacher Assessment of Oral Reading
Decoding Skills
Fluency
Speed
Teacher Assessment of Sight Word Vocabulary
Recognition
Speed
Phrases
Sentence Context
Paragraph
Define-Use
Teacher Assessment of Program Vocabulary as Sight Words
Recognition
Speed
Context Phrases
Sentence Context
Paragraph Context
Define-Use
Spell
Teacher Assessment of Phonetic Analysis Skills
Sounds Isolation
Sounds in words
Context
Sounds in New Words or Nonsense Words
Speed
Spell

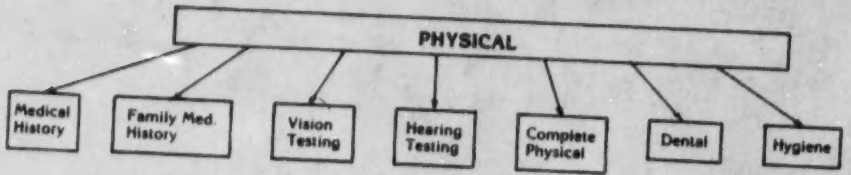

TEACHER ASSESSMENT OF SPECIFIC READING SKILLS
Specific Teacher Assessment of Structural Skills
Specific Teacher Assessment of Comprehension Skills
Specific Teacher Assessment of Study Skills
Formal (Published) Tools
Words in isolation
Words in Context
Definition
Speed
Spelling
Sentence/paragraph complexity (Syntax) & length
Level of reading material
Stimulus diversity
Speed
Level of questioning
Skill
Speed
Fountain Valley
SRS Diagnosis
Systems Four
SARI

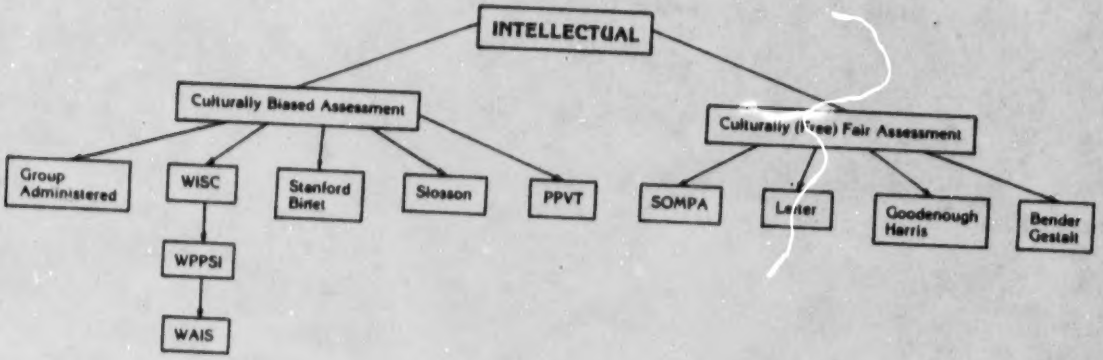

TEACHER ASSESSMENT OF SPECIFIC SKILLS MATH
Counting
Recognition of Numerals
Whole Number Operations
1's
2's
5's
10's
Objects
Speed
Accuracy
Roman Numerals
Writing Numerals
1, 10, 100 1,000, 10,000
Speed
Accuracy
Addition
Subtraction
Multiplication
Division
Relationship between Multi. & Div.
Relationship between Multi. & Div.
Facts
Computation
Story Problems
Speed
Accuracy
Facts
Computation
Story Problems
Speed
Accuracy
Facts
Computation
Story Problems
Speed
Accuracy
Facts
Computation
Story Problems
Speed
Accuracy

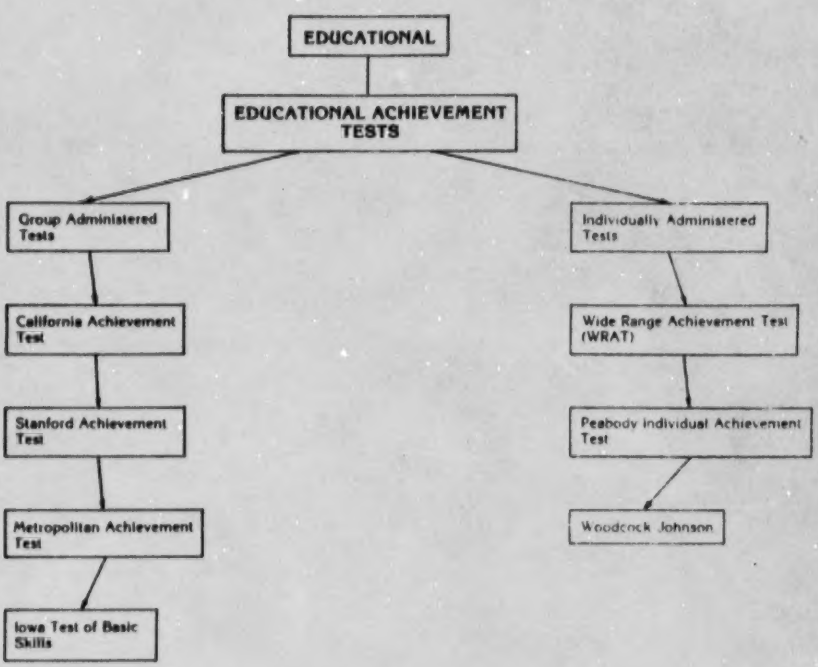

MATH
Published tests
Program Placement Tests
Math Readiness Assessment
Classification
Key Math
SRA Diagnosis
Fountain Valley
Houghton Mifflin
Sullivan Math
Conservation of a Number
One to One Correspondence
Discontinuous quantity
Serial Correspondence
Reversability and Flexibility
Seriation and ordering
Space & Spatial Relationship

33


DIAGNOSIS OF SPECIFIC MATH SKILLS
Fractions
Addition
Subtraction
Multiplication
Division
Story Problems
Symbols & Abbreviations
Identification
Use
Geometry
Shapes
Problem Solving
Story Problems
Lines
Angles
Two & Three dimensions
Intersections
Perimeter Area
Mental Computation
Speed
Accuracy
Reasoning
Missing Addends
Subtraction algebraic
Multiplication algebraic
Division algebraic


PHYSICAL
Medical History
Family Med. History
Vision Testing
Hearing Testing
Complete Physical
Dental
Hygiene


INTELLECTUAL
Culturally Biased Assessment
Culturally (Free) Fair Assessment
Group Administered
WISC
Stanford Binet
Slosson
PPVT
SOMPA
Leiter
Goodenough Harris
Bender Gestalt
WPPSI
WAIS


EDUCATIONAL
EDUCATIONAL ACHIEVEMENT TESTS
Group Administered Tests
California Achievement Test
Stanford Achievement Test
Metropolitan Achievement Test
Iowa Test of Basic Skills
Individually Administered Tests
Wide Range Achievement Test (WRAT)
Peabody Individual Achievement Test
Woodcock Johnson

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EEO/AA/TITLE IX INSTITUTION